DOCUMENT RESUME

ED 455 159 SO 032 231

TITLE	Arkansas Social Studies Standards and Expectations. Revised.
INSTITUTION	Arkansas State Dept. of Education, Little Rock.
PUB DATE	2000-07-00
NOTE	53p.; For 1997 edition, see ED 429 904. Cover title reads "Social Studies Curriculum Frameworks."
AVAILABLE FROM	Arkansas Department of Education, 4 Capitol Mall, Little Rock, AR 72201. Tel: 501-682-4475; Web site: http://arkedu.state.ar.us/default.htm.
PUB TYPE	Legal/Legislative/Regulatory Materials (090)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Academic Standards; Elementary Secondary Education; *Public Schools; *Social Studies; *State Standards
IDENTIFIERS	*Arkansas; Conceptual Frameworks; Scenarios

ABSTRACT

The Arkansas social studies standards reflect the integrated field of the social studies as well as the major concepts and skills of the primary disciplines within the social studies. Five strands and numerous content standards provide a broad conceptual framework that teachers can use to organize integrated social studies units for the lower grades or discipline-based curriculum in the higher grades. Student learning expectations define what students must demonstrate that they know and are able to do by the end of the grade cluster. The expectations are designed to be cumulative and build with complexity throughout the grade level groupings. Standards are intended to be broad and general so that teachers have flexibility in addressing the varied disciplines within this area of the curriculum. The five strands of the social studies are: Time, Continuity, and Change; People, Places, and Environments; Power, Authority, and Governance; Production, Distribution, and Consumption; and Social Sciences Processes and Skills. Each strand encompasses several specific content standards; each content standard gives grade level learning expectations and lists specific skills to be attained. The framework provides classroom scenarios for grade levels K-4, 5-8, and 9-12. (Contains a glossary.) (BT)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 455 159

Social Studies Curriculum Frameworks Revised 2000

Arkansas Department of Education

#4 Capitol Mall
Little Rock, AR 72201
(501) 682-4475
http://arkedu.state.ar.us/default.htm

SO 032 231

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

J. Wright

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ARKANSAS SOCIAL STUDIES STANDARDS AND EXPECTATIONS

Revised July 2000

Rationale and Introduction

The Arkansas social studies standards reflect the integrated field of the social studies as well as the major concepts and skills of the primary disciplines within the social studies. The five strands and numerous content standards provide a broad conceptual framework which teachers can utilize to organize integrated social studies units for the lower grades or discipline-based curriculum in the higher grades. *Student learning expectations define what students must demonstrate proficiently that they know and are able to do by the end of the grade cluster. They are designed to be cumulative and build with complexity throughout the grade level groupings.*

Teachers may seek greater specificity in subject content of the standards and judge them as less useful than detailed subject-based standards, but the Arkansas social studies standards were intended to be broad and more general than specific so that teachers could easily fit their respective content into the overall strands and concepts. In this way, districts, schools, and teachers have greater flexibility in addressing the rich and varied disciplines within this area of the curriculum.

The Five Strands

Following is a brief description of each of the social studies strands, drawing on statements from the National Council for the Social Studies:

Time, Continuity, and Change. "Human beings seek to understand their historical roots and to locate themselves in time. Knowing how to read and reconstruct the past allows one to develop a historical perspective and to answer questions such as : Who am I? What happened in the past? How am I connected to those in the past? How has the world changed and how might it change in the future? Why does our personal sense of relatedness to the past change? This theme typically appears in courses in history and others that draw on historical knowledge and habits."

People, Places and Environments. "The study of people, places, and human-environmental interactions assists students as they create their spatial views and geographic knowledge, skills, and understanding to answer questions such as: Where are things located? Why are they located where they are? What do we mean by 'regions'? How do landforms change? What implications do these changes have for people? In schools, these concepts typically appear in units and courses dealing with area studies and geography.

"*People, Places and Environments* also includes the study of individuals and groups within cultures. Culture helps us to understand ourselves as both individuals and members of various groups. Human culture exhibits both similarities and differences. We all, for example, have systems of beliefs, knowledge, values, and traditions. In school, these ideas appear in units and courses dealing with sociology, anthropology, psychology, geography, and history."

Power, Authority, and Governance. "Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. In exploring this theme, students confront questions such as: What is power? What forms does it take? Who holds it? How is it gained, used, and justified? What is legitimate authority? How are governments created, structured, maintained, and changed? How can individual rights be protected within the context of majority rule? In schools, this theme typically appears in units and courses dealing with government, politics, political science, history, law, and other social sciences."

Production, Distribution, and Consumption. "Because people have wants that often exceed the resources available to them, a variety of ways have evolved to answer such questions as: What is to be produced? How is production to be organized? How are goods and services to be distributed? What is the most effective allocation of the factors of production (land, labor, capital, and management)? In schools, this theme typically appears in units and courses dealing with economic concepts and issues."

6

Social Sciences Processes and Skills. Each academic discipline has its own unique research and inquiry methodology. For example, geographers use geographic methods to answer questions about people, places, and the environment while historians use historical thinking skills to determine what and why events occurred in past. The standards address the most important skills of the disciplines. While social studies disciplines differ in methods of inquiry, all of them share common skills such as reading, critical thinking, writing, etc. The standards encourage development of both the specialized and the general skills.

What is the Social Studies?

Social studies is "...the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world." (From the National Council for the Social Studies)

Social studies programs have the major purpose of educating students in the knowledge and skills necessary for participatory citizenship in a democratic society. The active citizenry skills may receive greater emphasis in a civics lesson on the Bill of Rights, for example, than in a World Geography lesson which compares and contrasts population growth in developed and developing nations, but, nonetheless, the promotion of civic competence is a major theme binding all of the disciplines within the social studies.

The social studies curriculum often varies in its structure across grade clusters. In primary school classrooms, integrated units of study may be constructed around a theme such as "Living and Working Together in Families and Communities, Now and Long Ago," incorporating knowledge and skills from many academic disciplines. At the middle and high school levels, social studies is often subject-based such as a United States history course.

Following is a brief description of major concepts and skills developed in the social studies disciplines.

History

History "...is a broadly integrative field, recounting and analyzing human aspirations and strivings in various spheres of human activity: social, political, scientific/technological, economic, and cultural. Studying history--inquiring into families, communities, states, nations, and various peoples of the world--at once engages students in the lives, aspirations, accomplishments, and failures of real people, in all these aspects of their lives....Real historical understanding requires students to think through cause-and-effect relationships, to reach sound historical

interpretations, and to conduct historical inquiries and research leading to the knowledge on which informed decisions in contemporary life can be based. These thinking skills are the processes of active learning. Properly taught, history develops capacities for analysis and judgment. It reveals the ambiguity of choice, and it promotes wariness about quick, facile solutions which have so often brought human suffering in their wake. History fosters understanding of paradox and a readiness to distinguish between that which is beyond and that which is within human control, between the inevitable and the contingent. It trains students to detect bias, to weigh evidence, and to evaluate arguments, thus preparing them to make sensible, independent judgments, to sniff out spurious appeals to history by partisan pleaders, to distinguish between anecdote and analysis." (From the National Center for History in the Schools)

Geography

The discipline of geography is "...integrative...[bringing] together the physical and human dimensions of the world in the study of people, places, and environments. Its subject matter is Earth's surface and the processes that shape it, the relationships between people and environments, and the connections between people and places. Geography is not a collection of arcane information. Rather, it is the study of spatial aspects of human existence. People everywhere need to know about the nature of their world and their place in it. Geography has much more to do with asking questions and solving problems than it does with rote memorization of isolated facts. The world facing students [in the future] will be more crowded, the physical environment more threatened, and the global economy more competitive and interconnected. Understanding that world, that environment, and that economy will require high levels of competency in geography, because geography means a sensitivity to location, to scale, to patterns, to resources and conflicts, to maps and geo-graphics." (From the National Geography Standards)

The computer age has dramatically expanded and facilitated the study and application of geographic skills. Geographic information systems (GIS) are computer-based geographic databases which contain information about the distribution of physical and human characteristics of places or areas. Maps, charts, and reports can be produced from the databases to analyze the relationships. GIS is used extensively in industry, government, and education. GIS collects data about places on Earth, stores it, and manipulates the information to answer questions, solve problems, and make predictions.

Civics and Government

The goal of education in civics and government is informed, responsible participation in political life by competent citizens committed to the fundamental values and principles of American constitutional democracy. Their effective and responsible participation requires the acquisition of a body of knowledge and of intellectual and participatory skills. Effective and responsible participation also is furthered by development of certain dispositions or traits of character that enhance the individual's capacity to participate in the political process and contribute to the healthy functioning of the political system and improvement of society....Formal instruction in civics and government should provide students with a basic understanding of civic life, politics, and government. It should help them understand the workings of their own and other political systems as well as the relationship of American politics and government to world affairs. Formal instruction provides a basis for understanding the rights and responsibilities of citizens in American constitutional democracy and a framework for competent and responsible participation. The formal curriculum should be augmented by related learning experiences, in both school and community, that enable students to learn how to participate in their own governance. Citizens need to understand that American society is perpetually 'unfinished' and that each generation must address ways to narrow disparity between ideals and reality." (From the National Standards for Civics and Government)

Economics

Economics is a discipline with a K-12 focus on "the study of basic economic concepts which enable students to reason logically about key economic issues that affect their lives as workers, consumers, and citizens. Facts about the American economy including its size and the current rates of unemployment, inflation, and interest are explored in economics courses. Differing views on economic issues are investigated. Skills, as well as content, play an important part in economic reasoning. The key skills students must develop in economics include an ability to (a) identify economic problems, alternatives, benefits and costs; (b) analyze the incentive at work in an economic situation; (c) examine the consequences of changes in economic conditions and public policies; (d) collect and organize economic evidence; and (e) compare benefits with costs. (From the National Council on Economic Education)

Other Social Studies Disciplines

Anthropology, sociology, and psychology often appear in the high school curriculum as social studies elective subjects. The National Commission on Social Studies in the Schools defines anthropology as the study of "...specific groups of people throughout time and space. Curious about how much human behavior is socially learned and how much is shaped by biological nature, anthropologists investigate the physical and social evolution of primates and humans....Sociology is the study of human groups, their formation and functioning. The specific concerns of sociological research include such disparate phenomena as child abuse, the development of Third World Countries and the emerging patterns of industrial relations in American business. Sociology is broad enough to include the micro-level behavior of individual families as well as the macro-level behavior of entire population age cohorts. What links these concerns together under one umbrella is the search for empirical and theoretical generalizations about human behavior as well as the desire to improve social conditions within the local community, the nation and the world....As a science and profession concerned with the study of human behavior, psychology bridges the natural and social sciences. The content of psychology can contribute to the goals of a K-12 social studies education in a number ways: in the development of self knowledge; in the understanding of the behavior of others both individually and within the sociocultural context; in the acquisition of study skills; and in the understanding of and preparation for the variety of roles played by individuals (e.g., family, parenthood, gender, ethnic, class and career). In addition to presenting the content of the discipline, psychology attempts to encourage a mode of critical thinking through the reliance on objective methods of inquiry."

There are many resources that teachers may access for powerful instructional ideas. The Arkansas Department of Education at http://arkedu.state.ar.us brings together many resources, and a number of professional organizations work to contribute meaningful support in the field of social studies instruction. Included in these, with links to the national standards resources for the various disciplines, are

The National Council for the Social Studies at http://www.socialstudies.org/
The National Geographic Society at http://www.nationalgeographic.com/
Civitas and Civnet at http:// www.civnet.org/resoures/teach/national/toc.htm
The National Center for History in the Schools at http://www.sscnet.ucla.edu/nchs/
The National Standards for Economics Education at http://www.economicsamerica.org/standards/index.html

ARKANSAS SOCIAL STUDIES STANDARDS FOR GRADES K-4

Arkansas Social Studies Standards Rationale

The Arkansas social studies standards reflect the integrated field of the social studies as well as the major concepts and skills of the primary disciplines within the social studies. The five strands and numerous content standards provide a broad conceptual framework which teachers can utilize to organize integrated social studies units for the lower grades or discipline-based curriculum in the higher grades. *Student learning expectations define what students must demonstrate proficiently that they know and are able to do by the end of the grade cluster.* They are designed to be cumulative and build with complexity throughout the grade level groupings.

Teachers may seek greater specificity in subject content of the standards and judge them as less useful than detailed subject-based standards, but the Arkansas social studies standards were intended to be broad and more general than specific so that teachers can easily fit their respective content into the overall strands and concepts. In this way, districts, schools, and teachers have greater flexibility in addressing the rich and varied disciplines within this area of the curriculum. Please see the complete Introduction to these Standards for additional explanation and background.

STRAND 1: TIME, CONTINUITY, AND CHANGE CONTENT STANDARD 1: Students will demonstrate an understanding of the *chronology* and concepts of history and identify and explain historical relationships. GRADES K-4 (STUDENT LEARNING EXPECTATIONS)	*Assessment Options and Possibilities*
TCC.1.1. Examine and analyze stories of important Americans and their contributions to our society.	1. PO, PR, O, LJ, W, E, PE
TCC.1.2. Explain how individuals, events, and ideas influence the history of one's self, family, community, state, and nation.	2. PO, PR, O, PE, O, LJ, W. PE
TCC.1.3. **Demonstrate the ability to think in terms of sequencing events.**	3. S, T, PR, E, D, C, W, LJ
TCC.1.4. Describe how history is a continuing story of events, people, and places.	4. PO, PJ, O, PE, E, D, LJ, W
TCC.1.5. **Recognize the historical significance of national holidays and symbols.**	5. S, T, PO, PR, O, PE, E, LJ, W, C
TCC.1.6. **Use vocabulary related to time and *chronology*.**	6. S, T, PO, PR, O, PE, E, D, LJ, W
TCC.1.7. Use literature and the arts to show how people, places, and events are connected to the past.	7. PO, PR, O, PE, E, D, LJ, W
Assessment Legend: S: Statewide; T: Teacher-made tests; PO: Portfolio; PR: Project; C: Checklist; O: Observation; PE: Performance; E: Exhibition; D: Demonstration; LJ: Log/Journal; W: Writing; DBQ: Document Based Question	

STRAND 1: TIME, *CONTINUITY*, AND CHANGE CONTENT STANDARD 2: Students will demonstrate an understanding of how ideas, events, and conditions bring about change. GRADES K-4 (STUDENT LEARNING EXPECTATIONS)	*Assessment Options and Possibilities*
TCC.2.1. Discuss and record changes in one's self, community, state, and nation.	1. PO, C, O, PE, E, D, LJ, W
TCC.2.2. Illustrate that change is inevitable and universal and affects everyone.	2. PO, PR, PE, E, D, LJ, W
TCC.2.3. **Use personal experiences, biographies, autobiographies or historical fiction to explain how individuals are affected by, can cope with, and can create change.**	3. S, W, LJ, PO, D, PR
TCC.2.4. Explain how people, places, events, tools, institutions, attitudes, values, and ideas are the result of what has gone before.	4. W, TE, PO, PR, O, PE, E, D, LJ, W
TCC.2.5. Use a variety of processes, such as thinking, reading, writing, listening, and speaking, to demonstrate *continuity* and change.	5. T, PO, PR, O, PE, E, D, LJ, W, DBQ
Assessment Legend: S: Statewide; T: Teacher-made tests; PO: Portfolio; PR: Project; C: Checklist; O: Observation; PE: Performance; E: Exhibition; D: Demonstration; LJ: Log/Journal; W: Writing; DBQ: Document Based Question	

STRAND 2: PEOPLE, PLACES, AND ENVIRONMENTS CONTENT STANDARD 1: Students will demonstrate an understanding that people, *cultures*, and systems are connected and that *commonalities* and *diversities* exist among them. GRADES K-4 (STUDENT LEARNING EXPECTATIONS)	*Assessment Options and Possibilities*
PPE.1.1. Investigate how members of a family, school, community, state, nation, and *culture* depend on each other.	1. PO, PR, O, PE, E, D, LJ, W
PPE.1.2. Compare and contrast similarities and differences in *cultures* through a variety of experiences, such as reading, writing, drawing, role-playing, dance, music, and *simulation*.	2. PO, PR, O, PE, E, D, LJ, W, DBQ
PPE.1.3. **Analyze the contributions of various groups to community, state, and nation.**	3. S, PO, PR, O, PE, E, D, LJ, W, DBQ
PPE.1.4. Use student, family, and community resources to recognize and understand the ethnic, racial, and religious *diversity* of the United States.	4. PO, PR, O, PE, E, D, LJ, W, DBQ
PPE.1.5. **Analyze the effects of interactions between people and their environment.**	5. S, T, PO, PR, O, PE, E, D, LJ, W, DBQ
PPE.1.6. **Distinguish similarities and differences among families and communities around the world.**	6. S, T, PO, PR, O, PE, E, D, LJ, W, DBQ
PPE.1.7. **Use a variety of processes, such as thinking, listening, reading, writing, and speaking, to analyze *interdependence*.**	7. S, T, PO, PR, O, PE, E, D, LJ, W, DBQ
Assessment Legend: S: Statewide; T: Teacher-made tests; PO: Portfolio; PR: Project; C: Checklist; O: Observation; PE: Performance; E: Exhibition; D: Demonstration; LJ: Log/Journal; W: Writing; DBQ: Document Based Question	

STRAND 2: PEOPLE, PLACES, AND ENVIRONMENTS CONTENT STANDARD 2: Students will demonstrate an understanding of the significance of physical and cultural characteristics of places and world regions. GRADES K-4 (STUDENT LEARNING EXPECTATIONS) PPE.2.1. **Explain how geography and the environment affect the way people live.** PPE.2.2. **Understand and apply the** ***five themes of geography*****: *location, place, human-environment interaction, movement, and regions.*** PPE.2.3. **Compare and contrast the features of rural and urban areas.** PPE.2.4. Understand the various types of maps and their uses. PPE.2.5. **Understand geographical terms such as,** ***mental mapping, spatial relationships,*** **cardinal directions, latitude, longitude, and landforms.** PPE.2.6. **Explore and communicate how technology affects geography.** **Assessment Legend**: S: Statewide; T: Teacher-made tests; PO: Portfolio; PR: Project; C: Checklist; O: Observation; PE: Performance; E: Exhibition; D: Demonstration; LJ: Log/Journal; W: Writing; DBQ: Document Based Question	*Assessment Options and Possibilities* 1. S, T, PO, PR, O, PE, E, D, LJ, W. DBA 2. S, T, PO, PR, O, PE, E, D, LJ, W, DBQ 3. S, T, PO, PR, C, O, PE, E, D, LJ, W. DBQ 4. T, C, D 5. S, T, PO, PR, C, O, PE, E, D, LJ, W, DBQ 6. S, T, PO, PR, O, PE, E, D, LJ, W, D, W, DBQ

STRAND 3: PRODUCTION, DISTRIBUTION, AND CONSUMPTION	*Assessment Options and Possibilities*
CONTENT STANDARD 1: Students will demonstrate an understanding that different economic systems and limited resources influence cooperation and conflict in decision making.	
GRADES K-4 (STUDENT LEARNING EXPECTATIONS)	
PDC.1.1. **Categorize and prioritize wants and needs.**	1. S, T, PO, PR, *C*, O, PE, E, D, LJ, W, DBQ
PDC.1.2. **Apply the concept that goods and services are limited by available resources, requiring individuals and societies to make choices.**	2. S, T, PO, PR, O, PE, E, D, LJ, W, DBQ
PDC.1.3. **Determine whether all people have the same needs and opportunities to meet those needs.**	3. S, T, PO, PR, O, PE, E, D, LJ, W, DBQ
PDC.1.4. **Use a variety of thinking processes, such as reading, writing, speaking, listening, graphing, charting, estimating, predicting, and using mental math, to analyze and apply concepts of scarcity and choice.**	4. S, T, PO, PR, O, PE, E, D, LJ, W, DBA
PDC.1.5. **Identify economic *interdependencies* among community, state, and nation.**	5. S, T, PO, PR, O, PE, E, D, LJ, W
PDC.1.6. **Examine how people depend on each other to supply economic goods and services.**	6. S, T, PO, PR, O, PE, E, D, LJ, W, DBQ
PDC.1.7. **Recognize different means of economic exchange.**	7. S, T, PO, PJ, P, E, D, W, LJ
PDC.1.8. **Demonstrate an understanding of economic terms, such as *opportunity cost*, bartering, scarcity, and production.**	8. S, T, PO, PJ, O, PE, E, D, LJ, W, DBQ
PDC.1.9. Explore the kinds of work that people do and how that work benefits their family and community.	9. PO, PJ, O, PE, E, D, LJ, W
PDC.1.10. **Identify and define ways of spending and saving money.**	10. S, T, PO, PR, O, PE, E, D, LJ, W
PDC.1.11. **Determine how *natural, human, and capital resources* are used to produce goods and services.**	11. S, T, PO, O, PR, *C*, PE, E, D, LJ, W, DBQ
Assessment Legend: S: Statewide; T: Teacher-made tests; PO: Portfolio; PR: Project; *C*: Checklist; O: Observation; PE: Performance; E: Exhibition; D: Demonstration; LJ: Log/Journal; W: Writing; DBQ: Document Based Question	

STRAND 4: POWER, AUTHORITY, AND GOVERNANCE CONTENT STANDARD 1: Students will demonstrate an understanding of the ideals, rights, and responsibilities of participating in a democratic society. GRADES K-4 (STUDENT LEARNING EXPECTATIONS)	*Assessment Options and Possibilities*
PAG.1.1. **Explain the need for rules or laws in home, school, community, state, and nation.**	1. S, T, PO, PR, O, PE, E, D, LJ, W, DBQ
PAG.1.2. **Exhibit an understanding of the rights and responsibilities of citizenship in the community, state, and nation.**	2. S, T, PO, PR, C, O, PE, E, D, LJ, W, DBQ
PAG.1.3. **Illustrate ways that current events may influence people's lives.**	3. S, T, PO, PJ, O, PE, E, D, LJ, W, DBQ
PAG.1.4. **Describe the basic structure of the United States government.**	4. S, T, PO, PR, C, O, PE, E, D, LJ, W, DBQ
PAG.1.5. **Discuss the *five basic freedoms* (speech, religion, press, assembly, and petition) guaranteed to all United States citizens.**	5. S, T, PO, PR, C, O, PE, E, D, LJ, W, DBQ
PAG.1.6. **Use a variety of processes, such as thinking, reading, writing, speaking, listening, and role playing, to promote responsible citizenship.**	6. S, PO, PR, O, PE, T, E, D, LJ, W, DBQ
Assessment Legend: S: Statewide; T: Teacher-made tests; PO: Portfolio; PR: Project; C: Checklist; O: Observation; PE: Performance; E: Exhibition; D: Demonstration; LJ: Log/Journal; W: Writing; DBQ: Document Based Question	

STRAND 4: POWER, AUTHORITY, AND GOVERNANCE CONTENT STANDARD 2: Students will demonstrate an understanding of the *commonalities* and differences of various systems of government. GRADES K-4 (STUDENT LEARNING EXPECTATIONS)	*Assessment Options and Possibilities*
PAG.2.1. **Explain why government is necessary in classroom, school, community, state, and nation.**	1. S, T, PO, PR, O, PE, E, D, LJ, W
PAG.2.2. **Distinguish among school, community, state, and national governments, and identify leaders at these levels, such as superintendent, mayor, governor, and president.**	2. S, T, PR, PO, C, O, PE, E, D, LJ, W
PAG.2.3. **Identify services provided by community, state, and national governments.**	3. S, T, PO, PR, C, O, PE, E, D, LJ, W
Assessment Legend: S: Statewide; T: Teacher-made tests; PO: Portfolio; PR: Project; C: Checklist; O: Observation; PE: Performance; E: Exhibition; D: Demonstration; LJ: Log/Journal; W: Writing; DBQ: Document Based Question	

STRAND 5: SOCIAL SCIENCE PROCESSES AND SKILLS	*Assessment Options and Possibilities*
CONTENT STANDARD 1: Students will demonstrate critical thinking skills through research, reading, writing, speaking, listening, and problem-solving.	
GRADES K-4 (STUDENT LEARNING EXPECTATIONS)	
SSPS.1.1. Communicate knowledge and ideas in a variety of forms, such as reports, persuasive essays, journals, news articles, graphic displays, speeches, videos, and stories.	1, PO, PR, O, PE, E, D, LJ, W, DBQ
SSPS.1.2. **Recognize and discuss different perspectives in current and past issues.**	2. S, T, PO, PR, O, PE,E, D, LJ, W, DBQ
SSPS 1.3. **Interpret information from visual aids, such as graphs and maps.**	3. S, T, PO, PR, PE, E, D, LJ, W, DBQ
SSPS 1.4. **Distinguish between fact and opinion.**	4. S, T, PO, PJ, O, PE, E, D, LJ, W, DBQ
SSPS 1.5. **Explore the concept of cause and effect.**	5. S, T, PO, PE, E, D, LJ, W, DBQ
SSPS 1.6. Compare, contrast, and classify to recognize similarities and differences.	6. T, PO, PJ, O, PE, E, D, LJ, W, DBQ
SSPS 1.7. Utilize problem solving strategies.	7. PO, PJ, C, O, PE, E, D, LJ, W, DBQ
Assessment Legend: S: Statewide; T: Teacher-made tests; PO: Portfolio; PR: Project; C: Checklist; O: Observation; PE: Performance; E: Exhibition; D: Demonstration; LJ: Log/Journal; W: Writing; DBQ: Document Based Question	

STRAND 5: SOCIAL SCIENCE PROCESSES AND SKILLS CONTENT STANDARD 2: Students will demonstrate the ability to use the *tools of the social sciences.* GRADES K-4 (STUDENT LEARNING EXPECTATIONS)	*Assessment Options and Possibilities*
SSPS.2.1. **Define and apply key features on maps and globes.**	1. S, T, PO, PR, C, O, PE, E, D, LJ, W
SSPS.2.2. **Identify and use *primary and secondary sources*, such as photographs, documents, letters, diaries, stories, and *field studies*.**	2. S, T, PO, PR, C, O, PE, E, D, LJ, W, DBQ
SSPS.2.3. Utilize *interactive technologies.*	3. PR, C, O, E, D, W
Assessment Legend: S: Statewide; T: Teacher-made tests; PO: Portfolio; PR: Project; C: Checklist; O: Observation; PE: Performance; E: Exhibition; D: Demonstration; LJ: Log/Journal; W: Writing; DBQ: Document Based Question	

ARKANSAS SOCIAL STUDIES STANDARDS FOR GRADES 5-8

Arkansas Social Studies Standards Rationale

The Arkansas social studies standards reflect the integrated field of the social studies as well as the major concepts and skills of the primary disciplines within the social studies. The five strands and numerous content standards provide a broad conceptual framework which teachers can utilize to organize integrated social studies units for the lower grades or discipline-based curriculum in the higher grades. *Student learning expectations define what students must demonstrate proficiently that they know and are able to do by the end of the grade cluster.* They are designed to be cumulative and build with complexity throughout the grade level groupings.

Teachers may seek greater specificity in subject content of the standards and judge them as less useful than detailed subject-based standards, but the Arkansas social studies standards were intended to be broad and more general than specific so that teachers can easily fit their respective content into the overall strands and concepts. In this way, districts, schools, and teachers have greater flexibility in addressing the rich and varied disciplines within this area of the curriculum. Please see the complete Introduction to these Standards for additional explanation and background.

BEST COPY AVAILABLE

STRAND 1: TIME, CONTINUITY, AND CHANGE CONTENT STANDARD 1: Students will demonstrate an understanding of the *chronology* and concepts of history and identify and explain historical relationships. GRADES 5-8 (STUDENT LEARNING EXPECTATIONS)	*Assessment Options and Possibilities*
TCC.1.1. **Use chronological order to explain the cause and effect of events throughout history.**	1. S, PR, T, D
TCC.1.2. **Analyze how past decisions and events affect subsequent decisions or events throughout the world.**	2. S, W, T
TCC.1.3. Use the process of *mental mapping* to understand *spatial relationships* and to locate places on maps.	3. O, D
TCC.1.4. Compare and contrast the causes and consequences of conflict within the state, the nation, and the world.	4. W
Assessment Legend: S: Statewide; T: Teacher-made tests; PO: Portfolio; PR: Project; C: Checklist; O: Observation; PE: Performance; E: Exhibition; D: Demonstration; LJ: Log/Journal; W: Writing; DBQ: Document Based Question	

STRAND 1: TIME, CONTINUITY, AND CHANGE CONTENT STANDARD 2: Students will demonstrate an understanding of how ideas, events, and conditions bring about change. GRADES 5-8 (STUDENT LEARNING EXPECTATIONS)	*Assessment Options and Possibilities*
TCC.2.1. **Demonstrate an understanding of *continuity* and change in the state, nation, and world.**	1. S, T, W
TCC.2.2. Investigate how political events, technological changes, and *cultural diffusion* have affected and been affected by literature, language and the arts.	2. W, PR
TCC.2.3. **Understand how the foundations of government and United States political ideals as set forth in documents such as the Declaration of Independence, the Constitution, the Bill of Rights, and others have brought about change throughout the world.**	3. S, LJ, W, T
TCC.2.4. Use a variety of processes, such as thinking, reading, writing, listening, and speaking, to demonstrate continuity and change.	4. W, D, C, PE
Assessment Legend: S: Statewide; T: Teacher-made tests; PO: Portfolio; PR: Project; C: Checklist; O: Observation; PE: Performance; E: Exhibition; D: Demonstration; LJ: Log/Journal; W: Writing; DBQ: Document Based Question	

STRAND 2: PEOPLE, PLACES, AND ENVIRONMENTS	*Assessment Options and Possibilities*
CONTENT STANDARD 1: Students will demonstrate an understanding that people, *cultures*, and systems are connected and that *commonalities* and *diversities* exist among them.	
GRADES 5-8 (STUDENT LEARNING EXPECTATIONS)	
PPE.1.1. Explore and predict the effects of human interactions with their environments and with technology.	1. T, W
PPE.1.2. Demonstrate an understanding that one's identity is connected to ideas and traditions from the past and from other *cultures*.	2. T, W, PR
PPE.1.3. Compare *commonalities* and differences in the ways groups, societies, and *cultures* meet human needs and concerns.	3. W
PPE.1.4. Examine *primary* and *secondary sources* and experiences to understand historical and cultural perspectives.	4. PR
PPE.1.5. Explore how language, literature, the arts, architecture, traditions, history, beliefs, values, and behavior contribute to the development, transmission, and diffusion of *cultures* and ideas.	5. PR, C
PPE.1.6. Use appropriate methods and tools, such as *field studies*, *simulations*, *interactive technologies*, maps, globes, literature and *primary sources*, to compare cultural perspectives.	6. O, PE
PPE.1.7. Illustrate the relationship between tolerance and cooperation.	
PPE.1.8. Demonstrate an awareness of cultural perspectives.	7. W, PE 8. O, E
Assessment Legend: S: Statewide; T: Teacher-made tests; PO: Portfolio; PR: Project; C: Checklist; O: Observation; PE: Performance; E: Exhibition; D: Demonstration; LJ: Log/Journal; W: Writing; DBQ: Document Based Question	

STRAND 2: PEOPLE, PLACES, AND ENVIRONMENTS CONTENT STANDARD 2: Students will demonstrate an understanding of the significance of physical and cultural characteristics of places and world regions. GRADES 5-8 (STUDENT LEARNING EXPECTATIONS)	*Assessment Options and Possibilities*
PPE.2.1. Locate and describe varying landforms and geographic features, such as mountains, plateaus, islands, rain forests, deserts, and oceans and explain their relationships within the *ecosystems*.	1. PR, O, PE, W
PPE.2.2. Apply a knowledge of the major processes (e.g., weathering, vulcanism, etc.) shaping natural environments.	2. T, W
PPE.2.3. Analyze how humans have altered and been affected by physical environments in the world's sub-regions.	3. D, PO
PPE.2.4. Identify and interpret physical and cultural patterns and their interactions, such as land use, settlement patterns, *cultural diffusion*, values, ideas, and *ecosystem* changes.	4. W
PPE.2.5. Analyze cultural and physical patterns through the *five themes of geography: location, place, human-environment interaction, movement, and region.*	5. W, PR, C
PPE.2.6. Develop and use a *mental map* (personal geographic reference).	6 O, PE, D
PPE.2.7. **Demonstrate an understanding of the uses of maps and *geographic information systems* (GIS).**	7. S, T, DBQ, PR
PPE.2.8. Evaluate how science and technology change places, regions, movement patterns, and human-environment interaction.	8 T, W
Assessment Legend: S: Statewide; T: Teacher-made tests; PO: Portfolio; PR: Project; C: Checklist; O: Observation; PE: Performance; E: Exhibition; D: Demonstration; LJ: Log/Journal; W: Writing; DBQ: Document Based Question	

STRAND 3: PRODUCTION, DISTRIBUTION, AND CONSUMPTION CONTENT STANDARD 1: Students will demonstrate an understanding that different economic systems and limited resources influence cooperation and conflict in decision making. GRADES 5-8 (STUDENT LEARNING EXPECTATIONS)	*Assessment Options and Possibilities*
PDC.1.1. **Describe the various institutions at local, state, and national levels that constitute economic systems, such as households, business firms, banks, government agencies, labor unions, and corporations.**	1. PR, S, T
PDC.1.2. Explore and explain how changes in areas such as technology, transportation, and communication affect economic activity.	2. T, PR, PE
PDC.1.3. Analyze how individuals, governments, and societies deal with scarcity.	3. T, W
PDC.1.4. Analyze the roles of choice and *opportunity cost* in decision making.	4. D
PDC.1.5. **Demonstrate understanding of scarcity and choice by using appropriate methods, research techniques, and tools, such as *field studies*, *simulations*, *interactive technologies*, charts, maps, graphs, statistics, and *primary sources*.**	5. S, T, DBQ
PDC.1.6. Demonstrate how limited resources necessitate decision-making.	6. C, PE, W
PDC.1.7. **Analyze how *disparities* in power and economic status lead to conflict.**	7. S, T, W
PDC.1.8. Identify and evaluate critical current issues related to the use of resources.	8. PR, PE
Assessment Legend: S: Statewide; T: Teacher-made tests; PO: Portfolio; PR: Project; C: Checklist; O: Observation; PE: Performance; E: Exhibition; D: Demonstration; LJ: Log/Journal; W: Writing; DBQ: Document Based Question	

STRAND 4: POWER, AUTHORITY, AND GOVERNANCE CONTENT STANDARD 1: Students will demonstrate an understanding of the ideals, rights, and responsibilities of participating in a democratic society. GRADES 5-8 (STUDENT LEARNING EXPECTATIONS)	*Assessment Options and Possibilities*
PAG.1.1. Recognize and develop a concept of one's role as a participant in a larger community.	1. O, LJ
PAG.1.2. Demonstrate responsible citizenship and function as a productive member of the local, state, and national communities.	2. O
PAG.1.3. Use statistics and other sources to understand *equity* issues based on race, gender, age, physical condition, religion, or socio-economic status.	3. DBQ
PAG.1.4. Examine the contribution of the arts, literature, media, technology, and languages in fostering cooperation and in perpetuating conflict.	4. T, O, PE, D
PAG.1.5. **Explain the historical and current impact of United States public policy on the racial, religious, geographic, ethnic, economic, and linguistic *diversity* of the United States.**	5. PR, DBQ, W, S, T
PAG.1.6. Practice roles, rights, and responsibilities as a participating citizen of a democracy through *simulations*, such as voter registration, elections, jury duty, and congresses.	6. W, PE, D
PAG.1.7. Develop a project to serve the school, community, state, or nation.	7. W, PR
PAG.1.8. **Distinguish between the rights and responsibilities of the individual and the rights and responsibilities of the group.**	8. T, S, W
PAG.1.9. Explore how language, media, literature, and the arts reflect life in a democratic society.	9. E, W, PR
Assessment Legend: S: Statewide; T: Teacher-made tests; PO: Portfolio; PR: Project; C: Checklist; O: Observation; PE: Performance; E: Exhibition; D: Demonstration; LJ: Log/Journal; W: Writing; DBQ: Document Based Question	

STRAND 4: POWER, AUTHORITY, AND GOVERNANCE CONTENT STANDARD 2: Students will demonstrate an understanding of the *commonalities* and differences of various systems of government. GRADES 5-8 (STUDENT LEARNING EXPECTATIONS)	*Assessment Options and Possibilities*
PAG.2.1. Analyze *continuity* and change in the concepts of individual rights and responsibilities.	
PAG.2.2. **Analyze conflict and methods of conflict resolution by using such activities as *simulations* and role play.**	1. PE, W 2. T, S, PE
PAG.2.3. Compare the rights and responsibilities of citizenship in two or more nations.	3. W
PAG.2.4. **Compare systems of government and their basis of power.**	4. T, S, W
PAG.2.5. **Understand the organization, function, and operation of local, state, and national governments and simulate methods of influencing policy in a democratic government.**	5. PE, T, S
PAG.2.6 Analyze the characteristics of effective leadership from both historical and contemporary perspectives.	6. W, PR
Assessment Legend: S: Statewide; T: Teacher-made tests; PO: Portfolio; PR: Project; C: Checklist; O: Observation; PE: Performance; E: Exhibition; D: Demonstration; LJ: Log/Journal; W: Writing; DBQ: Document Based Question	

BEST COPY AVAILABLE

STRAND 5: SOCIAL SCIENCE PROCESSES AND SKILLS	*Assessment Options and Possibilities*
CONTENT STANDARD 1: Students will demonstrate critical thinking skills through research, reading, writing, speaking, listening, and problem-solving.	
GRADES 5-8 (STUDENT LEARNING EXPECTATIONS)	
SSPS.1.1. Analyze concepts of the social sciences using a variety of methods, such as *simulations, field studies,* debates, presentations, projects, portfolios, etc.	1. W, PE
SSPS.1.2. **Combine *historical methodology* and evaluation of evidence to understand the difference between fact and opinion.**	2. T, S, DBQ
Assessment Legend: S: Statewide; T: Teacher-made tests; PO: Portfolio; PR: Project; C: Checklist; O: Observation; PE: Performance; E: Exhibition; D: Demonstration; LJ: Log/Journal; W: Writing; DBQ: Document Based Question	

STRAND 5: SOCIAL SCIENCE PROCESSES AND SKILLS CONTENT STANDARD 2: Students will demonstrate the ability to use the *tools of the social sciences.* GRADES 5-8 (STUDENT LEARNING EXPECTATIONS)	*Assessment Options and Possibilities*
SSPS. 2.1. Use appropriate methods, research techniques, and tools, such as *field studies, simulations, interactive technologies*, charts, maps, graphs, statistics, *primary sources*, etc.	1. D, C, O
SSPS. 2.2. Use *mental mapping* to understand *spatial relationships* and to locate places on maps.	2. O, DBQ
SSPS. 2.3. **Read and apply the essential characteristics and functions of maps, graphs, charts, timelines, and *geographic information systems*.**	3. T, DBQ, S
Assessment Legend: S: Statewide; T: Teacher-made tests; PO: Portfolio; PR: Project; C: Checklist; O: Observation; PE: Performance; E: Exhibition; D: Demonstration; LJ: Log/Journal; W: Writing; DBQ: Document Based Question	

30

ARKANSAS SOCIAL STUDIES STANDARDS FOR GRADES 9-12

Arkansas Social Studies Standards Rationale

The Arkansas social studies standards reflect the integrated field of the social studies as well as the major concepts and skills of the primary disciplines within the social studies. The five strands and numerous content standards provide a broad conceptual framework which teachers can utilize to organize integrated social studies units for the lower grades or discipline-based curriculum in the higher grades. *Student learning expectations define what students must demonstrate proficiently that they know and are able to do by the end of the grade cluster.* They are designed to be cumulative and build with complexity throughout the grade level groupings.

Teachers may seek greater specificity in subject content of the standards and judge them as less useful than detailed subject-based standards, but the Arkansas social studies standards were intended to be broad and more general than specific so that teachers can easily fit their respective content into the overall strands and concepts. In this way, districts, schools, and teachers have greater flexibility in addressing the rich and varied disciplines within this area of the curriculum. Please see the complete Introduction to these Standards for additional explanation and background.

STRAND 1: TIME, CONTINUITY, AND CHANGE CONTENT STANDARD 1: Students will demonstrate an understanding of the *chronology* and concepts of history and identify and explain historical relationships. GRADES 9-12 (STUDENT LEARNING EXPECTATIONS)	*Assessment Options and Possibilities*
TCC.1.1. Analyze and evaluate diverse contemporary, historical, and geographical perspectives as they relate to important events, recurring dilemmas, and persistent issues.	1. T, W, DBT
TCC.1.2. **Explain, analyze, and show connections among patterns of change and continuity by applying key historical concepts, such as time, *chronology*, *causality*, change, conflict, complexity, and movement.**	2. T, S, LJ, E
TCC.1.3. Evaluate major *turning points* in history.	3. T, PO, PR, W
TCC.1.4. Link historical events region to region along timelines.	4. T, E, PR, W
TCC.1.5. Describe and evaluate the historical role of *international* and *multinational organizations*.	5. T, D, PE, W, PO
TCC.1.6. Analyze and evaluate the history, causes, consequences, and possible solutions to persisting issues, such as health, security, resource *allocation*, economic development, and environmental quality.	6. T, PR, D, E, PO
Assessment Legend: S: Statewide; T: Teacher-made tests; PO: Portfolio; PR: Project; C: Checklist; O: Observation; PE: Performance; E: Exhibition; D: Demonstration; LJ: Log/Journal; W: Writing; DBQ: Document Based Question	

STRAND 1: TIME, CONTINUITY, AND CHANGE CONTENT STANDARD 2: Students will demonstrate an understanding of how ideas, events, and conditions bring about change. GRADES 9-12 (STUDENT LEARNING EXPECTATIONS)	*Assessment Options and Possibilities*
TCC. 2.1. Investigate cause and effect as a historical concept.	1. T, C, W
TCC. 2.2. Compare and contrast divergent historical perspectives.	2. T, DBQ, W, E
TCC. 2.3. Evaluate the role of ideals, traditions, processes, institutions, literature, languages, and the arts in continuity and change.	3. T, DBQ, W, PE
TCC. 2.4. Compare and contrast issues of continuity and change by applying techniques, such as brainstorming, data analysis, simulations, and scenario writing.	4. T, W, DBQ, C
Assessment Legend: S: Statewide; T: Teacher-made tests; PO: Portfolio; PR: Project; C: Checklist; O: Observation; PE: Performance; E: Exhibition; D: Demonstration; LJ: Log/Journal; W: Writing; DBQ: Document Based Question	

33

STRAND 2: PEOPLE, PLACES, AND ENVIRONMENTS CONTENT STANDARD 1: Students will demonstrate an understanding that people, *cultures*, and systems are connected and that *commonalities* and diversities exist among them. GRADES 9-12 (STUDENT LEARNING EXPECTATIONS)	*Assessment Options and Possibilities*
PPE. 1.1. Analyze and illustrate connections and interactions of individuals, groups, institutions, states, and nations.	1. T, PE, O, D
PPE. 1.2. Evaluate the effects of science and technology on individuals, groups, and organizations.	
PPE. 1.3. Demonstrate how cultural elements such as language, the arts and belief systems can both connect people or cause conflict.	2. E, T, D, LJ 3. D, T, PE, W
PPE. 1.4. Probe the interdependencies of nations.	
PPE. 1.5. Assess the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group characteristics contribute to the development of a sense of self.	4. T, E, C, DBQ 5. T, LJ, W, PR
PPE. 1.6. Predict how people(s) having different scientific and technological capabilities might respond in various situations based on their cultural perspectives.	6. T, W, PR, D
PPE. 1.7. Analyze and demonstrate the value of cultural *diversity* and cohesion within and across groups.	
PPE. 1.8. Explore cultural perspectives by applying techniques such as brainstorming, data analysis, simulations, and scenario writing.	7. T, PE, E 8. T, W, C
Assessment Legend: S: Statewide; T: Teacher-made tests; PO: Portfolio; PR: Project; C: Checklist; O: Observation; PE: Performance; E: Exhibition; D: Demonstration; LJ: Log/Journal; W: Writing; DBQ: Document Based Question	

34

STRAND 2: PEOPLE, PLACES, AND ENVIRONMENTS CONTENT STANDARD 2: Students will demonstrate an understanding of the significance of physical and cultural characteristics of places and world regions. GRADES 9-12 (STUDENT LEARNING EXPECTATIONS)	*Assessment Options and Possibilities*
PPE. 2.1. Formulate connections of individuals, groups, and organizations to the physical environment.	1. T, O, W, DBQ
PPE. 2.2. Question and appraise how events in all *cultures* are influenced by physical and human geographic factors.	2. T, DBQ, O, W
PPE. 2.3. Generate both current and historical examples of the interrelationships of science, technology, and society.	3. T, W, PR
PPE. 2.4. Extract *commonalities* and differences among *cultures* as they relate to the *five themes of geography: location, place, human-environment interaction, movement, and region.*	4. T, W, PR
PPE. 2.5. Investigate ways that natural and man-made environments interact with culture by using a variety of experiences, such as *field studies, interactive technologies*, works of literature, and the arts.	5. T, PRO, DBQ, E
PPE. 2.6. Predict how data and experiences may be interpreted by people from diverse cultural perspectives.	6. T, E, W, PR
PPE. 2.7. Examine and explain belief systems underlying specific traditions and laws.	7. T, C, LJ
Assessment Legend: S: Statewide; T: Teacher-made tests; PO: Portfolio; PR: Project; C: Checklist; O: Observation; PE: Performance; E: Exhibition; D: Demonstration; LJ: Log/Journal; W: Writing; DBQ: Document Based Question	

STRAND 3: PRODUCTION, DISTRIBUTION, AND CONSUMPTION CONTENT STANDARD 1: Students will demonstrate an understanding that different economic systems and limited resources influence cooperation and conflict in decision making. GRADES 9-12 (STUDENT LEARNING EXPECTATIONS)	*Assessment Options and Possibilities*
PDC.1.1. Demonstrate an understanding of scarcity, choice, and resource *allocation.*	1. T, O, D, E
PDC.1.2. Describe the roles that location, supply and demand, prices, and profits play in determining what is produced and distributed in a market system.	2. T, W, PR
PDC.1.3. Compare economic systems and how they answer economic questions as to what, how, and for whom to produce goods and services.	3. T, C, E, D
PDC.1.4. Identify present day choices and illustrate that these choices have important future consequences.	4. T, PRO, D, W
PDC.1.5. Apply economic concepts and economic reasoning to historical and contemporary social and political development.	5. T, DBQ, PR
PDC.1.6. Distinguish between domestic and international economic systems and explain how the two interact.	6. T, W, C, LJ
PCD.1.7. Analyze the role of *specialization* in the exchange of economic goods and services.	7. T, E, PE
PCD.1.8. Compare how values and beliefs influence economic decisions in different societies.	8, T, PE, W, DBQ
PCD.1.9. Explore public issues related to resource *allocation* by applying techniques, such as brainstorming, data analysis, *simulations* ,and/or scenario writing,	9. T, C, W, DBQ
Assessment Legend: S: Statewide; T: Teacher-made tests; PO: Portfolio; PR: Project; C: Checklist; O: Observation; PE: Performance; E: Exhibition; D: Demonstration; LJ: Log/Journal; W: Writing; DBQ: Document Based Question	

STRAND 4: POWER, AUTHORITY, AND GOVERNANCE CONTENT STANDARD 1: Students will demonstrate an understanding of the ideals, rights, and responsibilities of participating in a democratic society. GRADES 9-12 (STUDENT LEARNING EXPECTATIONS)	*Assessment Options and Possibilities*
PAG.1.1. Explain the purpose of government and analyze how its powers are acquired, used, and justified.	1. T, W, PE, DBQ
PAG.1.2. Explain the origins and continuing influence of key ideals of a democratic republican government, such as individual human dignity, liberty, justice, equality, and the rule of law.	2. T, DBQ, W, LJ
PAG.1.3. Synthesize the principles of United States political heritage through the examination of such documents as the Declaration of Independence, "Common Sense" (Thomas Paine), the United States Constitution, the Bill of Rights, "Civil Disobedience" (Henry David Thoreau), "Letter from a Birmingham Jail" (Martin Luther King, Jr.), etc.	3. T, W, DBQ, LJ, PE
PAG.1.4. Identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities.	4. T, W, PR, E
PAG.1.5. Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare.	5. T, DBQ, D, LJ
PAG.1.6. Analyze and evaluate the influence of citizen action and public opinion on the formulation of public policy.	6. T, DBQ, D, PR
Assessment Legend: S: Statewide; T: Teacher-made tests; PO: Portfolio; PR: Project; C: Checklist; O: Observation; PE: Performance; E: Exhibition; D: Demonstration; LJ: Log/Journal; W: Writing; DBQ: Document Based Question	

STRAND 4: POWER, AUTHORITY, AND GOVERNANCE CONTENT STANDARD 2: Students will demonstrate an understanding of the *commonalities* and differences of various systems of government. GRADES 9-12 (STUDENT LEARNING EXPECTATIONS) PAG.2.1. Compare the *ideologies*, structures, institutions, and processes of different political systems. PAG.2.2. Evaluate the impact of technology in communications, transportation, information processing, weapons development, etc., as they relate to domestic and foreign policies. PAG.2.3. Research and debate selected social issues, such as-- but not limited to--public health, public education, waste management, and pollution. **Assessment Legend**: S: Statewide; T: Teacher-made tests; PO: Portfolio; PR: Project; C: Checklist; O: Observation; PE: Performance; E: Exhibition; D: Demonstration; LJ: Log/Journal; W: Writing; DBQ: Document Based Question	*Assessment Options and Possibilities* 1. T, E, D, C 2. T, W, PR 3. T, D, PR, O

38

STRAND 5: SOCIAL SCIENCE PROCESSES AND SKILLS CONTENT STANDARD 1: Students will demonstrate critical thinking skills through research, reading, writing, speaking, listening, and problem-solving. GRADES 9-12 (STUDENT LEARNING EXPECTATIONS)	*Assessment Options and Possibilities*
SSPS.1.1. Integrate reading, writing, listening, and speaking skills throughout the social sciences.	1. T, O, W, PE
SSPS.1.2. Develop and enhance observation, questioning, and interpretive skills throughout the social sciences.	2. T, O, PE, W
SSPS.1.3. Develop and enhance critical analysis skills, such as cause and effect and inductive and deductive reasoning, throughout the social sciences.	3. T, DBQ, C, W
SSPS.1.4. Employ creative thinking skills throughout the social sciences.	4. T, O, D, E
Assessment Legend: S: Statewide; T: Teacher-made tests; PO: Portfolio; PR: Project; C: Checklist; O: Observation; PE: Performance; E: Exhibition; D: Demonstration; LJ: Log/Journal; W: Writing; DBQ: Document Based Question	

39

STRAND 5: SOCIAL SCIENCE PROCESSES AND SKILLS CONTENT STANDARD 2: Students will demonstrate the ability to use the *tools of the social sciences.* GRADES 9-12 (STUDENT LEARNING EXPECTATIONS)	*Assessment Options and Possibilities*
SSPS.2.1. Employ the scientific method throughout the social sciences.	1. T, O, C, D
SSPS.2.2. Distinguish fact from opinion and recognize bias and propaganda.	2. T, DBQ, E, C
SSPS.2.3. Record oral history.	3. T, LJ, D, O
SSPS.2.4. Use brainstorming techniques throughout the social sciences.	4. T, O, C
SSPS.2.5. Draw inferences.	5. T, O, DBQ, D
SSPS.2.6. Use appropriate tools, such as globes, maps, statistical data, *primary* historical *sources*, relevant media resources, *interactive technologies*, and *field studies*, etc.	6. T, O, D, C
SSPS.2.7. Employ processes of historical inquiry, such as using a variety of sources and checking the credibility of those sources, validating, and weighing evidence using *primary and secondary sources.*	7. T, O, DBQ, W
Assessment Legend: S: Statewide; T: Teacher-made tests; PO: Portfolio; PR: Project; C: Checklist; O: Observation; PE: Performance; E: Exhibition; D: Demonstration; LJ: Log/Journal; W: Writing; DBQ: Document Based Question	

GLOSSARY TERMS

Allocation - something which is designated for a special purpose or distributed according to a plan.
Capital resource - An aspect of the economic environment owned, used, or accumulated in business by an individual, partnership, or corporation and may be used or available for use in the production of more wealth.
Causality - the relationship between cause and effect or the causal agent, force, or quality.
Chronology - the arrangement of events in time.
Commonalities - the possession along with another or others of a certain attribute or set of attributes.
Continuity - the state or quality of being continuous; an uninterrupted succession or unbroken course.
Cultural Diffusion - the spread of cultural elements (e.g., artifacts, technology, customs, and ideas) from one culture to another.
Culture - learned behavior of people, which includes their belief systems and languages, their social relationships, their institutions and organizations, and their material goods, e.g., food, clothing, buildings, tools, and machines.
Disparity - the condition or fact of being different in age, rank, degree, or other ways.
Diversity - variation among members of a society, in property ownership, age, wealth, race, ethnicity, religious or moral beliefs, geographical residence, and other factors.
Ecosystem - a system formed by the interaction of all living organisms with each other and with the physical and chemical factors of the environment in which they live.
Equity - economic equity is the application of economic concepts of what is "fair" and what is "unfair" to economic policy. People differ in in their conception of what represents equity or fairness. Equity is not synonymous with equality and may be considered with regard to other aspects of society.
Field studies - a group excursion for the purpose of firsthand observation, such as to a museum, woods, or historical place; also work done or observations made in the fields as opposed to the classroom.
Five basic freedoms - The five basic freedoms refer to those rights enumerated in the First Amendment to the United States Constitution: "*Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press, or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.*"
Five themes of geography - The five themes of geography reflect four traditions of geography identified by William Pattison of the University of Chicago. The four traditions see geography as a spatial science, as area studies, as a study of human-environment relationships, and as a physical science. Each of the five themes encompasses several geographic concepts, each overlaps other themes, and each is a tool for teaching geographic skills and thought.
Location: Position on the Earth's Surface refers to the absolute and relative position of people and places on the earth's surface. This most basic theme answers the question: Where is it?

Place: Physical and Human Characteristics answers the question: What is it like to be there? Three fundamental characteristics give identity to a place and distinguish it from other places. These are physical and human as well as the image derived from a person's intellectual and emotional response to the place.
Human/Environment Interactions: Shaping the Landscape answers the question: What is the relationship between humans and the environment? Three key concepts of dependence, modification, and adaptation underlie these relationships.
Movement: Humans Interacting on the Earth addresses the question: How and why are places related to one another? Movement includes people, goods, and ideas.
Regions: How They Form and Change helps us answer: How and why is one area similar to another? How do the areas differ? A region is a basic unit of geographic study and is an area that has unifying characteristics. The use of region helps organize knowledge of the world.
Geographic information systems (GIS) - a geographic database that contains information about the distribution of physical and human characteristics of places and areas. In order to test hypotheses, maps of one characteristic or combination can be produced from the database to analyze the data relationships.
Historical methodology - a process of analysis or exposition whereby a subject is considered in its origin and subsequent historical development.
Human resource - an aspect of the economic environment that values the contributions of people to meet an economic, employment, or other need.
Ideologies - the body of ideas reflecting the social needs and aspirations of an individual, group, class, or culture.
Interactive technologies - application of knowledge to meet the goals, goods, and services needed and desired by people in a manner which allows the technology and the user to act on and with each other.
Interdependence - people in the same or different places relying on each other for ideas, goods, and services.
International organization - an organization such as the United Nations which addresses issues of importance to a broad range of nations or countries.
Mental map - the map-like image of the world, country, city, or neighborhood a person carries in his/her mind. It is subjective and carries knowledge of actual locations and spatial relations and is affected by personal perceptions and attitudes regarding the place.
Multinational organization - an organization of nations aligned around a more limited, common economic or political cause, such as Organization of Petroleum Exporting Countries (OPEC), Organization of American States (OAS), or the North Atlantic Treaty Organization (NATO).
Natural resource - an aspect of the economic environment that people value and use to meet a need, such as fuel, food, industrial product, or something else of value.
Opportunity cost - the highest valued alternative that must be given up when another option is chosen.
Primary sources - refers to people who participated in/witnessed an event or artifacts* and documents, such as reports, maps, photographs, letters, drawing, diaries, court records and other legal documents created by those who participated in or witnessed the events of the past.
*the material manifestations of a culture, such as tools, clothing, and foods
Secondary sources - refers to written accounts of events of the past that reflect the author's interpretation of these events based on the

author's analysis of primary and/or secondary sources of information.

Simulations - the act or process of having or taking on the appearance, form, or sound of a an event or other focus of study in the social sciences. For example, students might simulate the riches-to-rags period of the Roaring '20'-s to the Great Depression.

Spatial relationship - "whereness" in relative location, in relation to other places on Earth.

Specialization - a situation that occurs when people produce a narrower range of goods and services than they consume and also occurs when a different people do very specific jobs to make a product or provide a service.

Tools of the social sciences - Tools of the social sciences include both skills and resources required for students to approach the social sciences in a manner which leads to analysis, synthesis, and evaluation. From simple maps to complex simulations, the tools offer a student the challenge of moving beyond the narrative or superficial level of social science to a point where the student is "thinking like" a historian, geographer, economist, etc.

Turning point - a pivotal point in history by which subsequent events or shaped or directed.

43

SCENARIOS FOR THE SOCIAL STUDIES CLASSROOM

GRADES K-4

STRAND 1: TIME, CONTINUITY, AND CHANGE
CONTENT STANDARD 1
Students will demonstrate an understanding of the chronology and concepts of history and identify and explain historical relationships.

Having been taught the story elements for a book of historical fiction and/or biography, students select a book to read. Sharing information from their books, students complete a class story element chart and a class timeline. Each student's book will be placed in sequential order (with date) on the timeline with a synopsis and illustration. Classroom discussions will be about how history progresses over time and is a continual process. This could be done also with teacher-read books of historical fiction or biographies and the whole class determining where the book should be placed on the timeline.

CONTENT STANDARD 2
Students will demonstrate an understanding of how ideas, events, and conditions bring about change.

Students develop possible questions to use to interview people of different decades. The questions should reflect various areas that change over time, such as transportation, education, entertainment, communication, clothing, recreation, and technology. Students conduct the interviews and record their findings on a large class chart to allow comparison of the changes in each area over the decades. For example, they can compare the 1920s to the 1960s, the 1930s to the 1970s, the 1940s to the 1980s, and the 1950s to the 1990s.

STRAND 2: PEOPLE, PLACES, AND ENVIRONMENTS
CONTENT STANDARD 1
Students will demonstrate an understanding that people, cultures, and systems are connected and that commonalities and diversities exist among them.

The students, with passports in hand, "travel" around the world to explore different cultures. During "visits" to various countries, students learn about the geography and customs of the region through literature, arts, practices, and foods. Students make a display for each culture and use Venn Diagrams, posters, charts, art, or writings to share what they learned. Students can sample foods from the various cultures.

CONTENT STANDARD 2

Students will demonstrate an understanding of the significance of physical and cultural characteristics of places and world regions.

The teacher reads to the students the story of *The Town Mouse and Country Mouse*. The students are then asked to investigate and chart the similarities and differences between the two mice and where they live. Suggested items to compare and contrast are homes, clothing, and neighborhoods. Students then demonstrate their discoveries by creating projects, such as models, pictures, collages, or writings.

STRAND 3: PRODUCTION, DISTRIBUTION, AND CONSUMPTION

CONTENT STANDARD 1

Students will demonstrate an understanding that different economic systems and limited resources influence cooperation and conflict in decision making.

I. Students identify in their home products produced in other countries and bring or create labels for the different products. On a large world map, the class members locate the place of origin for each label and put the label on the map. They also research products exported from the United States and/or Arkansas to various places in the world, creating labels for these products. Using red yarn, the class connects products imported from other countries to Arkansas, and using blue yarn, students connect products exported from the United States and/or Arkansas to the countries to which they are exported.

II. Students create, market, and distribute a product. For example, after obtaining a bank loan, students raise fishing worms to distribute to local bait shops. Students are responsible for feeding and maintaining the worm environment as well as packaging and distributing the product (worms). In conjunction with the worm cultivation project, students sell gummy worms at recess. They also design and sell tee shirts related to the worm unit. To generate publicity, students create radio jingles which are broadcast on the local radio station. Once profits are made, students open a savings account and deposit funds generated from the sales of the product. Weekly business meetings are held to determine how to spend the money earned. Economic terms are taught throughout the unit. This project can be done with any product which the class chooses.

STRAND 4: POWER, AUTHORITY, AND GOVERNANCE

CONTENT STANDARD 1

Students will demonstrate an understanding of the ideals, rights, and responsibilities of participating in a democratic society.

Using pictures or sentences of examples of rights and responsibilities, students decide whether each picture or sentence is a right or

responsibility. They then place each picture or sentence under the appropriate heading. This should be prepared as a manipulative. Students brainstorm other responsibilities that go with each right. Older students can be divided into cooperative groups for this project. They are given the task of brainstorming additional responsibilities associated with a specific right.

CONTENT STANDARD 2
Students will demonstrate an understanding of various systems of government, their commonalities and differences.

The teacher brings current events to share or asks class members to assist in gathering articles. Students categorize the content of the events in one of the following ways:

- The events relate to one or more levels of concentration: School/Community/State/Nation/World.
- The events are related to one or more of the branches of government: Legislative (e.g., Congress)/Judicial (e.g., Court System)/Executive (e.g., President and cabinet).
- The events contain examples of one of the basic freedoms: Freedom of Speech/Religion/Press/Assembly/Right to Petition.

STRAND 5: SOCIAL SCIENCE PROCESSES AND SKILLS
CONTENT STANDARD 1
Students will demonstrate critical thinking skills through research, reading, writing, speaking, listening, and problem solving.

After reading about an important historical figure, students prepare and perform a presentation from the point of view of that person, explaining the person's role in history.

CONTENT STANDARD 2
Students will demonstrate the ability to use the tools of the social sciences.

Students create maps showing how to get somewhere on their school campus. These maps include features such as a legend and a compass rose. Next they exchange maps with a partner. Partners interpret each other's map to find the designated area.

GRADES 5-8

STRAND 1: TIME, CONTINUITY, AND CHANGE
CONTENT STANDARD 1

Students will demonstrate an understanding of the chronology and concepts of history and identify and explain historical relationships.

- Ms. H assigns to her sixth grade class a project to develop timelines covering their lives.
- First they make a timeline showing significant events of their own lives from birth to present day. These can include places lived, new siblings, deaths of family members, etc. Students are instructed to leave the room for additional events.
- Next the students list national and world events that have occurred during their lives and attempt to add a personal perspective. For example, many students had family members who were involved in Desert Storm.
- This process shows how each life has both personal importance and a relationship to other persons, occurrences, and history overall.

A second activity can be used in either fifth or eighth grade American History and by a teacher with multiple classes or in a self-contained classroom. When used with multiple classes, each class and group contributes to one newspaper/display.

The students are divided into approximately five groups. They analyze the cause(s) and effect(s) of the Civil War and plot them on a classroom timeline in the order in which they happened. Each group chooses a major event that led to the war and researches the time frame in which it occurred.

b/7

Students next create a historical newspaper with articles, editorials, illustrations, and a political cartoon depicting other events that also took place at the designated time. They include how technological advances (i.e., the cotton gin), states' rights, and territorial expansion contributed to the political and economic climate leading to the Civil War. This activity can be adapted for use with many historical events.

CONTENT STANDARD 2
Students will demonstrate an understanding of how ideas, events, and conditions bring about change.

When Ms. H's eighth grade history class studies the period of the American Revolution, she assigns students the task of determining what conditions existed that encouraged Englishmen to revolt against Englishmen.

They read and discuss ideas expressed by early "Americans" that eventually resulted in our Declaration of Independence and what the Declaration really said to the British king, in the Constitution and what it meant to America and the world, and in the world's view of the Revolution, its ideas, and eventual results.

After completing their study of the Revolution, the class discusses the cause and effect relationship between the conditions in the colonies and the independence movement. Out of this study comes the understanding that conditions created ideas that led to events that resulted in

change.

STRAND 2: PEOPLE, PLACES, AND ENVIRONMENTS
CONTENT STANDARD 1
Students will demonstrate an understanding that people, cultures, and systems are connected and that commonalities and diversities exist among them.

Mr. C's geography class examines agricultural practices in various regions of the nation or world and identify practices that affect the environment in ways, such as increasing erosion by wind, depleting water in underground reserves, cutting down forests, etc.

Students then identify, compare, and contrast practices which conserve water and topsoil and speculate on how and why various systems have developed. This can be expanded by organizing a regional or international bazaar where students role play their regions by demonstrating agricultural and cultural practices and issues unique to those regions.

CONTENT STANDARD 2
Students will demonstrate an understanding of the significance of physical and cultural characteristics of places and world regions.

Mrs. H's seventh grade geography class studies landforms and their relationship to climate, vegetation, etc. After learning basic information, the students use their knowledge to create a landmass on a planet the size of Earth with the same axis tilt, rotation and orbit. The students must choose where on the planet their landmass will be before they begin designing. (This provides them with an opportunity to work together and negotiate for desired positions.)

Each landmass must contain 10 distinct landforms in reasonable relationship to each other which can occur at that location on the planet (i.e., no rain forest at the poles). The students are reminded they will be defining climate and vegetation regions.

Based on their completed designs, students use dough in flat boxes to construct models of their landmasses. The landforms must be clearly labeled (and may be cleverly named). Blank outline maps taken from the original design are provided for the student to produce climate and vegetation maps. This activity could extend to include a resource/economic activity map and a population density map.

The original designs are placed on a large planet--eastern-western hemispheres--on the wall. Assessment is based on the accuracy that climate and vegetation are related to landmass and landform location.

STRAND 3: PRODUCTION, DISTRIBUTION, AND CONSUMPTION

CONTENT STANDARD 1

Students will demonstrate an understanding that different economic systems and limited resources influence cooperation and conflict in decision making.

Ms. T's seventh grade geography class demonstrates an understanding of different economic systems by participating in an international currency exchange activity which takes place in the classroom. The teacher creates an international bank where students (who have been previously assigned to different countries) bring their money for exchange. The money is earned by accumulating points in class activities, such as information baseball, mind jogger video quiz, jeopardy, etc.

Students may use their money (after successful exchange) to purchase water breaks (1 minute), restroom breaks (2 minutes), homework replacement (limit to one), etc. This activity also illustrates opportunity cost.

Using a currency exchange book, students compute the rates of exchange to make purchasing decision. Exchange rates are published in the Sunday Travel section of the *Arkansas Democrat-Gazette*.

STRAND 4: POWER, AUTHORITY, AND GOVERNANCE

CONTENT STANDARD 1

Students will demonstrate an understanding of the ideals, rights, and responsibilities of participating in a democratic society.

The students participate in a mock election. This takes place through an actual student council election or a mock election.

After nominations by students, the candidates create posters, choose a campaign manager, and give speeches. After one day or one week of campaigning, the voters elect their leaders. Students have studied how a democracy works, and the role-play provides a real-world experience for students. It can generate more critical thought and open opportunities for further learning. Another idea for role-play is a mock trial.

CONTENT STANDARD 2

Students will demonstrate an understanding of various systems of government, their commonalities and differences.

Students study the American Revolution. They examine primary sources (e.g., the grievances listed against the king of England in the Declaration of Independence) and use children's literature, along with other resources, such as the School House Rock-History video. Through reading, writing, debate, and other methods of learning, students discern the difference between a monarchy and a democracy. They identify what happens when one person holds great power and discuss the division of powers within the structure of government in the United States.

A special focus is the role of the President compared to the role of a monarch.

The same model can be used to compare a dictator to a particular U. S. President. Students can also compare a totalitarian regime to a democracy.

STRAND 5: SOCIAL SCIENCE PROCESSES AND SKILLS

CONTENT STANDARD 1

Students will demonstrate critical thinking skills through research, reading, writing, speaking, listening, and problem solving.

While studying the American Revolution, students read primary source quotes and letters from a Loyalist's perspective. They also read primary source documents from a Patriot's perspective. Using these sources as a starting point, the students may:

- Debate as a Patriot fighting for freedom or as a Loyalist loyal to the king.
- Write letters to the King of England and Parliament. If they are Loyalists, they write letters showing support of the King. If they are Patriots, the students write petitions and/or letters of grievance to the King.
- Write a pamphlet similar to Thomas Paine's *Common Sense*. If the students have chosen to be Patriots, then it can be similar to Thomas Paine's pamphlet which encouraged colonists to join the fight for freedom and stand up for their rights. However, if the students have decided to be Loyalists, they can create a pamphlet which encourages colonists to be loyal to the King and to England. They can also reflect the perspective of a slave, a Native American, a woman, a Frenchman, or a peasant, etc.

NOTE: These activities are appropriate when studying other historical periods, using them to reflect the perspectives of a variety of persons in those periods.

CONTENT STANDARD 2

Students will demonstrate the ability to use the tools of the social sciences.

I. Students take a poll of their classmates' favorite restaurant, singers, movies, television shows, etc. From the data collected, students create bar graphs, line graphs, pie graphs, and pictographs. The graphs can be as simple as pencil, paper, and crayons, or they may be more hands-on:

1. Students may line up their tennis shoes on the floor and create vertical or horizontal bar graphs. This makes a bar graph easier for some learners to visualize because it is three-dimensional and movement is involved.
2. The use of tennis shoes also represents a 3-D pictograph. The students make a human bar graph by standing in straight, separate lines. Example: If 5 people like to eat at McDonald's, 2 at Taco Bell, 6 at Kentucky Fried Chicken, then Line One will have the 5 students standing in a straight line, Line Two will have 2 and Line Three will have 6:

XX XXX

X X
XXXXXX

2. Using a ball of yarn, students create a human pie graph. This activity can be done while either standing or sitting. After the data have been collected, the students stand or sit in the section of the pie that matches their original vote. One student in each group will be responsible for holding the strand of yarn which separates each of the pie pieces.

*A human timeline is also a fun project, which shows students the concepts of before and after, first and last, and illustrates for students the concept of chronological order. A human timeline is created by having the students line up according to their birthdate. Students discuss their date of birth with each other and work together to create their human timeline. When students have completed their line, each states his/her birth date. The entire group evaluates whether or not the line has achieved chronological order. The same technique is useful in allowing students to gain a sense of the sequence of events in history.

GRADES 9-12

STRAND 1: TIME, CONTINUITY, AND CHANGE

CONTENT STANDARD 1

Students will demonstrate an understanding of the chronology and concepts of history and identify and explain historical relationships.

Students draw upon historical literature and graphic evidence from a variety of primary and secondary sources, including data from charts and graphs, to assess the central political and economic causes of the Great Depression. They then plot on a timeline those factors that contributed to the Great Depression.

CONTENT STANDARD 2

Students will demonstrate an understanding of how ideas, events and conditions bring about change.

Students examine major points in the lives, speeches, and historical time of Civil Rights leaders Booker T. Washington, W.E. DuBois, Marcus Garvey, Martin L. King, Malcolm X, and Louis Farrakhan. Students write essays to explain how the leaders' personal experiences and the time in which they lived influenced their philosophies and actions.

STRAND 2: PEOPLE, PLACES, AND ENVIRONMENTS

CONTENT STANDARD 1

Students will demonstrate an understanding that people, cultures, and systems are connected and that commonalities diversities exist among them.

Using a variety of resources, students identify reasons the Carolingian Empire did not endure after the death of Charlemagne. Working in groups, students prepare a presentation to: 1) illustrate a political map of tenth century western and central Europe; 2) construct a chart comparing how the Magyar Calvary and the Viking longboat gave an advantage to the invaders; or 3) illustrate how Norse invasions of Britain affected Christian culture and learning.

CONTENT STANDARD 2
Students will demonstrate an understanding of the significance of physical and cultural characteristics of places and world regions.

Students contrast influences of the physical environment and caravan routes on commonalities and differences in the development of religion, culture, and language among the people in regions of North Africa and West Africa. Students must include in their discussion a comparative description of the racial/ethnic composition of the people and the monolingual or multlingual nature of the people who live in countries within each of the two regions.

STRAND 3: PRODUCTION, DISTRIBUTION, AND CONSUMPTION
CONTENT STANDARD 3
Students will demonstrate an understanding that different economic systems and limited resources influence cooperation and conflict in decision making.

The teacher distributes copies of the local county budget. Students are told that revenue resources are not coming in as projected. The problem has been set: the budget must be trimmed. The teacher then assigns members of the class to role-play various government, civic, and community leaders. Students are given information about their particular roles and/or groups' agendas. Government officials are charged with trimming their budgets while maintaining services. Civic leaders focus on protecting and promoting their organizations and constituent bases. Community and demographic leaders want to make sure their communities and groups receive their "fair share"and are not left out of the decision making process. Students research, discuss, debate, and find solutions to the budget problem.

STRAND 4: POWER, AUTHORITY, AND GOVERNANCE
CONTENT STANDARD 1
Students will demonstrate an understanding of the ideals, rights, and responsibilities of participating in a democratic society.

Students write essays to compare and contrast the ideas of Thomas Hobbes and John Locke, including the social contract idea, the purpose of government, and rights of the people under a government. The exercise can be extended through a debate or some other forum for evaluating their viewpoints.

CONTENT STANDARD 2
Students will demonstrate an understanding of various systems of government, their commonalities and differences.

Mr. W divides his class into four groups. The groups represent a representative democracy, a dictatorship, a totalitarian system and a constitutitonal monarchy. Each group decides on an existing country which fits that category. Each group researches its political system's attitude toward domestic and foreign policies, human rights, and resource allocation. Each group presents a role play to illustrate these attitudes to the class.

STRAND 5: SOCIAL SCIENCE PROCESSES AND SKILLS
CONTENT STANDARD 1
Students will demonstrate critical thinking skills through research, reading, writing, speaking, listening, and problem solving.

Students are assigned a semester-long family history project to be completed as a PowerPoint presentation which includes photos, narratives, and interviews. Students employ and demonstrate research, reading, writing, listening, speaking, and problem solving skills through this project.

CONTENT STANDARD 2
Students will demonstrate the ability to use the tools of the social sciences.

Students draw upon a variety of personal reminiscences and periodicals of the period to write a sound historical account of the impact of the Great Depression on local and state charitable resources in the period 1930-1938. The accounts are presented in essays or as PowerPoint presentations.